DOCUMENT RESUME

ED 094 521 EC 062 466

AUTHOR	Hoek, John H.
TITLE	Resource Room for the Educable Mentally Handicapped and the Opportunity Group Student for School Years 1972 to 1973.
INSTITUTION	Portage Public Schools, Mich.
PUB DATE	[72]
NOTE	34p.; For related information see EC 062 459 and 460
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Educable Mentally Handicapped; *Exceptional Child Education; *Learning Disabilities; Mentally Handicapped; *Program Proposals; Regular Class Placement; *Resource Centers
IDENTIFIERS	Michigan; Portage

ABSTRACT

The project proposal describes a resource room program for 15 educable mentally handicapped and 20 learning disabled students at nine junior high schools in Portage, Michigan. Noted are the problems of avoiding the negative effects of disability labeling and the inability of regular class teachers to provide appropriate instruction for special students in integrated classrooms. Described are the three phases of the project: curriculum reorganization and development, pupil assessment, and program implementation. It is planned that two teachers and one aide will staff the resource room which would provide part-time or full-time remedial assistance to students with the goal of returning the student to the educational mainstream. Identified are major behavioral objectives of the program such as overcoming the negative effects of disability labeling. Procedures for pupil selection are outlined and include recommendation by elementary school principals and administration of a test battery. Listed are special and regular personnel involved in the project, members of the Education Planning Committee, and budget items. The program is seen to be a way of meeting such goals as emphasizing social/educational achievement and involving handicapped children in regular school programs. (DB)

ED 094521

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

RESOURCE ROOM FOR THE EDUCABLE MENTALLY HANDICAPPED AND THE OPPORTUNITY GROUP STUDENT

PORTAGE PUBLIC SCHOOLS
DISTRICT CODE NUMBER 39-140

FOR SCHOOL YEARS 1972 to 1973

Project Contact Person: Larry L. Coin
Telephone Number: 327-3081 Ext. 86

PROJECT WRITER - JOHN H. HOEK

Teachers (Name)	Special Education Approval
Mr. John H. Hoek	Type A, Full Approval

Reviewed by:

Mr. Larry L. Coin
Special Education Director

Mr. Freeman Russell
Director of Curriculum

Project District Superintendent

Dr. George Conti
Signature George F. Conti
Date 6-20-72

Intermediate Special Education Director

Mr. Vince Farrell
Signature
Date

EC062466

TABLE OF CONTENTS

Page

THE PROBLEM 1

Related Research 2

Proposal 5

Chart A 6

Chart B (Table I) 8

Chart B (Table II) 9

Objectives 11

PROCEDURES 13

Student Evaluation 15

Placement Procedures 17

Facilities 22

Equipment 23

Staff 24

Population To Be Served 25

Educational Planning Committee 26

Budget 27

Reporting Procedures 28

Additional Comments 29

BIBLIOGRAPHY 31

RESOURCE ROOM FOR THE EDUCABLE MENTALLY HANDICAPPED AND THE OPPORTUNITY GROUP STUDENT

THE PROBLEM

Although the Portage Public School System has for many years provided secondary Type A students with both special class placement and integration into "regular" classrooms, several problems have remained unsolved:

1. the negative effects of disability labeling (resulting in social ostracism by peers and feelings of self-derogation by the student); and
2. the inability of regular class teachers to provide meaningful experiences for special education students in integrated classrooms where student numbers and ability ranges are already overwhelming.

Providing meaningful educational experiences for opportunity group students* has presented additional problems:

3. although not mentally handicapped, many of the students presently enrolled in this program "function" below grade level; and

---

*For purposes of this proposal, "opportunity group students" are pupils (seventh and eighth grade) who have been identified as possessing mild educational handicaps but remain in the mainstream of the school curriculum.

4. the range, types and number of disabilities (i.e. dyslexic, perceptually handicapped, emotionally disturbed) are often greater than those found in special class placement. Yet these students are largely denied remedial and diagnostic services as well as the instruction of special class teachers.

Related Research. During the past ten years, there has been increasing dissatisfaction with present programming for the educable mentally handicapped. Not only have present structures failed to produce significant educational advantages for the handicapped student, but in many instances they have generated unjustifiable negative results.

A great deal of the professional literature has examined the effects of categorically labeling students for purposes of program placement, legislation and school aid. In the article, "Special Education For The Mildly Retarded--Is Much Of It Justifiable?", Lloyd Dunn (3) points out labeling as one of his major concerns. It is his position, as well as that of many other authorities, that labeling these children by placement in a self-contained classroom should be discontinued.

The adverse effects of disability labeling are multiple. Rosenthal and Jacobson (9), for example, found that labeling a child "handicapped" reduced teacher expectancy and thus student

performance. Many, including Simches (11), feel that labels are meaningless designations which tend to exclude children from mainstream programs and construct pre-determined levels of aspiration.

Of utmost concern, however, is the effect on the student who wears a disability label. Meyerowitz (6) demonstrated that a group of educable retarded pupils exhibited poorer self-concepts after one year in a special class. In a later study, Meyerowitz (5) found that special class placement actually inhibited pupil adjustment to peers. Similar results were reported by Carroll (1). She found that partially integrated students made significant improvement in their self-concepts over a period of one year as opposed to a similar group of segregated students.

Collins and Burger (2) conducted a study in which the self-concepts of educable mentally retarded adolescents attending special classes were compared to the self-concepts of a similar group attending classes for normal students. They reported statistically significant differences between the two groups on the self-criticism and social-self scales of the Tennessee Self Concept Scale. Such findings again suggest that the educable mentally handicapped adolescent who remains totally within the confines of special classes have negative self-concepts and lower self-esteem.

The adverse results of disability labeling and special class placement might very well be justified if such structures proved to be the best means for accomplishing the educational goals of EMH students. Orville G. Johnson (4), however, summarizes the conclusions

of many others when he reports: "It is indeed paradoxical that mentally handicapped children having teachers especially trained, having more money (per capita) spent on their education, and being enrolled in classes with fewer children and a program designed to provide for their unique needs, should be accomplishing the objectives of their education at the same or at a lower level than similar mentally handicapped children who have not had these advantages and have been forced to remain in the regular grades."

Alternative approaches, then, must be engineered in an attempt to overcome the problem of disability labeling and, at the same time, provide for each student's social, emotional and academic needs. Any such new structure, moreover, must include the trend to reduce the differentiation between general and special education by exposing an increasing proportion of exceptional children to the mainstream of education.

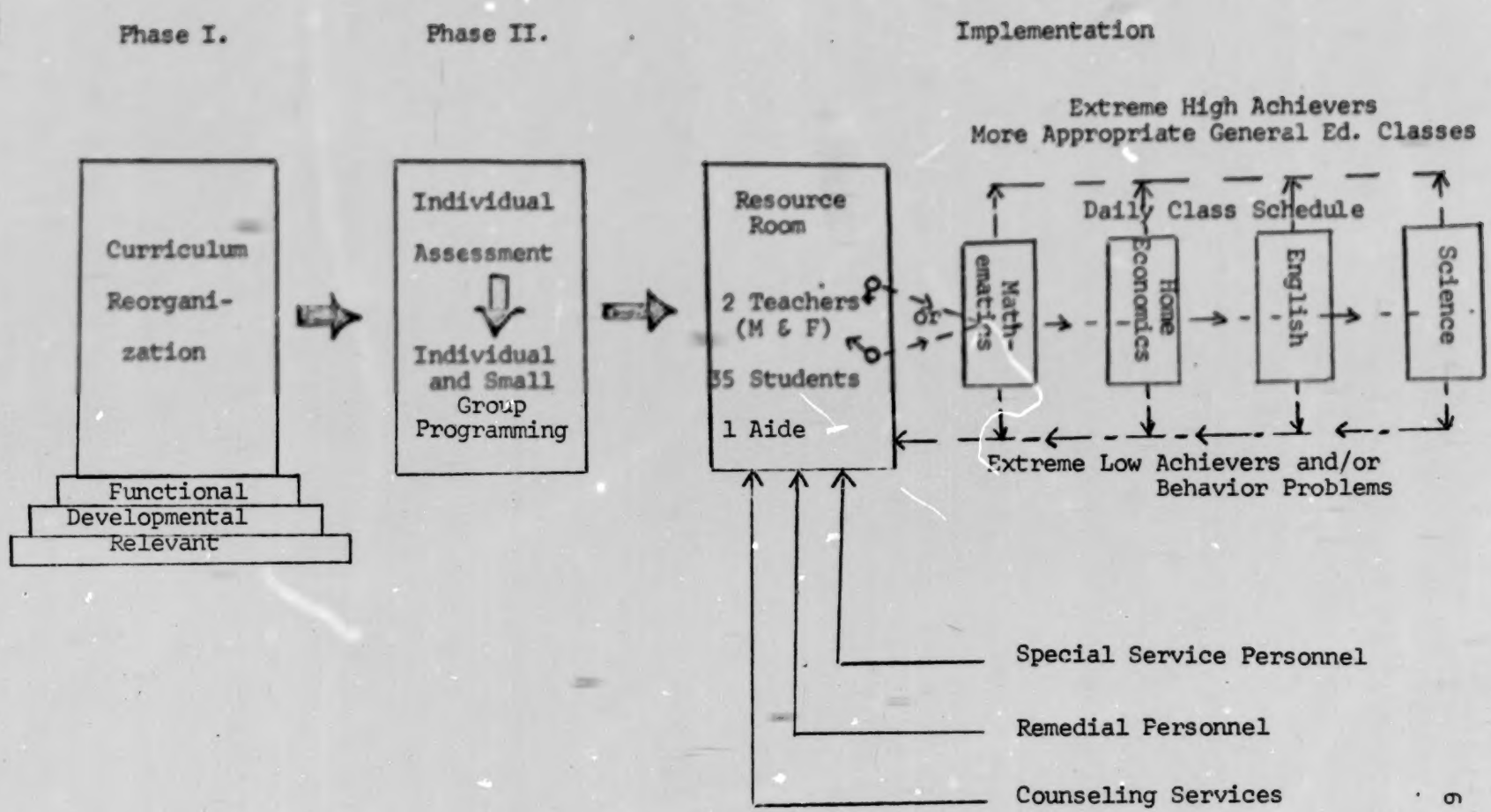
At the present time, the resource room concept as suggested by Dunn (3) appears to be the most promising new structure for returning EMH students back into the mainstream of education while at the same time providing for their individual needs and learning deficits. While the mechanical organization of such rooms varies, many of those already functioning appear to be successfully meeting the needs of students. Among the more well known resource room programs are Frank Hewett's program in Santa Monica and Madison, California (12), as well as rooms in Buffalo, New York (8), Newton, Massachusetts (10) and in Garden City, Michigan.

Proposal. In an effort to meet the educational needs of both Type A and opportunity group students, a unique proposal and resource room model have been developed. It should be noted that the following reflects an approach that: (a) can be realistically instituted within our present organization of class scheduling and existing physical plant; and (b) does not incur unreasonable additional cost. For purposes of text clarification, a schematic diagram (Chart A) appears on the following page.

Phase I involves total curriculum reorganization and development. This process has already been initiated and involves the cooperative effort of ten regular class teachers, the special education teacher, and the Curriculum Resource Consultant from the Kalamazoo Valley Intermediate School District. The objective here has not been one of "watering down" existing curriculum goals, but developing (in writing) guidelines in each subject area in terms of the functional, developmental and relevant needs of the students to be served. This reorganization attempt is well on its way toward the goal of replacing a set of educational objectives which many teachers feel are a meaningless, uncoordinated and unrewarding experience for both student and instructor.

Phase II of this proposal entails assessment of all pupils who are to be enrolled in this program (twenty opportunity students and fifteen educable mentally handicapped students, for a total enrollment of not more than thirty five students). The mechanics of this testing procedure have already been developed and the administration of standardized tests will begin by the end of April, 1972. Such

CHART A


Phase I.
Phase II.
Implementation
Curriculum Reorganization
Functional
Developmental
Relevant
Individual Assessment
Individual and Small Group Programming
Resource Room
2 Teachers (M & F)
35 Students
1 Aide
Extreme High Achievers
More Appropriate General Ed. Classes
Daily Class Schedule
Mathematics
Home Economics
English
Science
Extreme Low Achievers and/or
Behavior Problems
Special Service Personnel
Remedial Personnel
Counseling Services

evaluation will be conducted by two diagnosticians from our special education department.

The test design includes two major evaluation approaches: (a) overall testing of a student's academic abilities in selected subject areas and reading. In addition, there will also be an evaluation of each student's social and emotional maturity as well as I.Q. All data, furthermore, is to be recorded in brief profile form that will be used as a tool that indicates deficit as well as strength areas. The profile form is suggested in Chart B and appears on the following page. This form has been adapted from a study conducted by Sturm, O'Leary and Fortenbacher (7) and is being used by permission. (b) in selected subject areas (for example, mathematics), tests will be developed in terms of course objectives developed during Phase I. Results of such testing will be used for individual and/or small group programming during the implementation phase of this program.

A detailed description of testing and evaluation appears in the "Student Evaluation" section of this paper (page 13).

Implementation Phase. Contingent to the completion of the foregoing two steps, a resource room will be established (September, 1972) containing fifteen special education and twenty opportunity group students. This room will carry no label except existing homeroom designations. Two teachers (one male, one female) will be assigned to the resource room. Staffing will also include the utilization of one paraprofessional aide. Duties of the aide will include, but are

CHART B

REMEDIATION PROFILE

Student_____ Age_____

School_____ Parent's Name_____

Grade Placement_____ Address_____

Teacher_____ Phone_____

Introduction

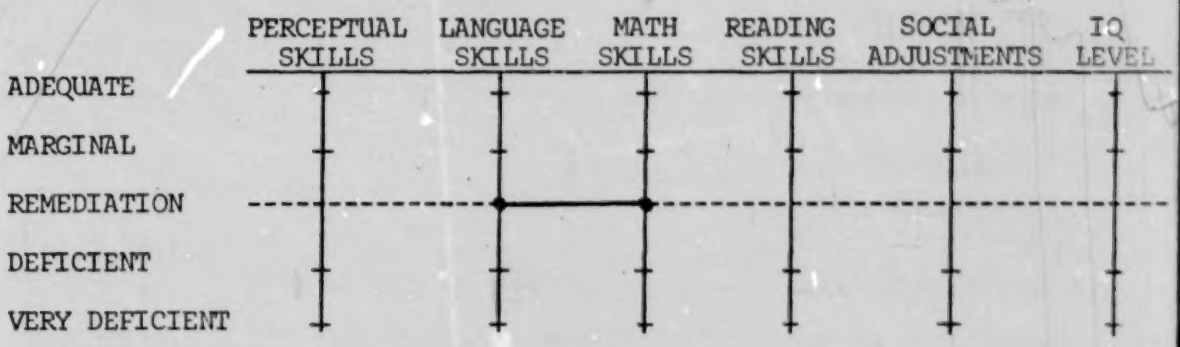
Table I is a graphic representation of a child's current operating level in each of these 6 areas: Perceptual Skills, Reading Skills, Math Skills, Language Skills, Social Skills and IQ. By referring to this Table, one can easily pinpoint those areas where the child is deficient and in need of remediation.

Below the Remediation Profile you will find, for each of the 6 areas, an operational definition of the child's level of performance as well as suggested goals.

Finally, by referring to the section, "Behavioral Status and Goals" and Table I, the teacher is asked to evaluate periodically at 3, 6 and 9 months, any improvements the child might have made. These evaluations are recorded using Table II which serves to give the teacher feedback on how much improvement each child is making. If on the evaluation dates no improvement is indicated, re-evaluation of the goals will be undertaken and additional suggestions concerning remediation will be considered.

Remediation Profile

- Table I -



(Current Year) 1972-73

BEHAVIOR STATUS AND EDUCATIONAL PRESCRIPTION

Perceptual Skills

Behavioral Status:

Goals:

Suggested Materials:

Language Skills

Behavioral Status:

Goals:

Suggested Materials:

Mathematics Skills

Behavioral Status:

Goals:

Suggested Materials:

Remarks:

Teacher Evaluation*
Table II

No longer a problem
Great improvement
Noticeable improvement
Little improvement
No improvement

*Based on teacher's own subjective evaluation. Each student will be rated giving numerical designations of 1 to 5, interpreted as follows: 1 No longer a problem, 2 Great Improvement, 3 Noticeable Improvement, 4 Little Improvement, 5 No Improvement.

not limited to: (a) assisting the teacher with individual children; (b) type and prepare ditto masters and duplicate them; (c) prepare materials to be used as teaching devices; (d) perform general housekeeping tasks; and (e) assist in any other duties which will be helpful to the teacher in providing a good educational program.

At least one of the teachers is to be a certified Type A teacher. One of these instructors will remain in the resource room at all times. The other accompanies this group of students to their assigned classes held in the mainstream of the physical plant.

The role of the "traveling" teacher can be a supportive and/or a team role. It is anticipated that prior testing will have enabled the regular subject teacher to group students into several different level working units. As he works with one unit, the traveling teacher assists the others, helps maintain control, carries on a different activity, etc.

It should be noted that for each area, students found to be extreme low achievers and/or behavioral problems (which inhibits successful group participation) will remain in the resource room. Here, appropriate materials and remedial assistance can be given in an individual, one-to-one learning situation. The goal will be, of course, to return the student to the educational mainstream as soon as possible. It also means that a student's deficit in one area does not mean automatic exclusion from classes where success is possible.

In addition, this organization facilitates utilization of existing special services, remedial and counseling staff more easily. Because students and staff may now be flexibly scheduled, direct participation by specialists becomes more available and the carrying out of demanding prescriptive techniques more realistic. Flexibility relating to class size, duration of classes, and the inclusion of new classes are likewised guaranteed.

Objectives. The major and behavioral objectives may then be identified as:

1. To overcome the negative effects of disability labeling by combining fifteen Type A students with a non-stigmatized segment of the school population already within the mainstream of the student body:
   (a) given one year of resource room participation, the student will score significant gains on self-concept inventories (as indicated by pre and post test scores).
   (b) given one year of resource room participation, the student will score significant gains in social maturity on a standardized test of social awareness and the teacher evaluation (as indicated by pre and post test scores).

2. To provide fifteen Type A and twenty opportunity group students with meaningful educational experiences in subject areas taught by regular class teachers:
   (a) given one year of resource room participation, the student will score significant gains of at least six months on achievement tests;
   (b) given one year of resource room participation, the student will score significant gains of at least six months on reading tests;
   (c) given one year of resource room participation, the student will score significant gains (as indicated by comparative pre and post test scores) on teacher constructed, subject area tests.
3. To provide significant diagnostic, remedial and prescriptive services to a greater number of general education students.

Procedures. For the initial phases of this program, the following screening procedure will be followed for determining the eligibility of students from the general education population. Section C below, moreover, specifically guarantees the number of Type A students to be served.

The selection procedure will begin (Target Date, April, 1972) by requesting that the principals of the elementary schools which send general education seventh graders to North Junior High refer presently enrolled sixth graders who meet the following criteria to this school diagnostician for testing:*

A. Borderline or dull normal level students whose academic functioning is similar to Type A students.

B. Other students displaying some combination of behavior characteristics inconsistent with their chronological age and which prevents them from functioning well within a regular class.

1. Achievement in reading or arithmetic two or three grade levels below chronological age.
2. Social immaturity - extreme behavioral manifestations.

* The school diagnostician shall be responsible for administering, recording, interpreting and reporting all standardized tests and test data to the Educational Planning Committee.

3. Short attention span, hyperactivity, distractibility.
4. Visual-motor perceptual difficulties:
   a. problems in space, time
   b. motor coordination
   c. form perception
   d. reversals of letters and words
   e. etc.
5. Language deficits:
   a. auditory perceptual problems
   b. poor receptive skills (following directions, comprehension of spoken word)
   c. expressive difficulties (oral or written)

C. The fifteen certified Type A students now being served in our Type A room will form the core of the group. Students included in this group, moreover, represent the full range of intellectual abilities and thus include the lower, middle and upper limits of E.M.H. eligibility. In the event, however, that the September, 1972, enrollment is less than fifteen, such openings will be reserved for certified Type A students.

Student Evaluation. As previously indicated, students referred to this program will be extensively tested by a school diagnostician prior to placement. Such formal testing, furthermore, will be supplemented by subject area evaluations and all available subjective data. The depth of the screening process is suggested below.

A. Screening Test Battery
   1. Wide Range Achievement Test
   2. Peabody Individual Achievement Test
   3. Draw-A-Person
   4. Bender-Gestalt and/or
   5. Beery Test of Visual-Motor Integration
   6. Informal Interview
   7. Wepman Test of Autidory Discrimination
   8. Self Concept Inventories:
      a. Student Attitude Inventory
      b. Feelings Attitude and Beliefs Scale
      c. Real Self and Ideal Self Inventory

B. Follow up based on areas needing further study:
   1. Wechsler Intelligence Scale for Children
   2. Illinois Test of Psycholinguistic Abilities

C. Supplementary Information
   1. CA-39 - teacher reports, group testing, etc.
   2. Special services reports and observations:
      a. Social Worker

b. Teacher/Counselor

c. Reading Consultant

d. Title I

e. P. D. Consultant

3. Teacher Conference

a. Social behavior - Behavior check list

b. Achievement in Classroom

c. Specific strengths and weaknesses

D. Further educational testing for development of prescription for teaching when placement has been made. (See "Remediation Profile"; Chart B)

Placement Procedures. Prior to the termination of the present school year, the names of students from the general education population who have been referred and fully tested will be presented to a multi-disiplinary "Education Planning Committee" for consideration, approval and placement.

This meeting will be jointly called into session by the building principal and the director of special education and will be jointly chaired by both members.

All future referrals to this program shall be initiated in the manner indicated above and the screening procedures now in effect for Type A placement will remain in force.

A. Multi-disiplinary Education Planning Committee Members

1. Director of Special Education
2. Junior High Principal
3. Elementary School Principal - sending school
4. Resource Room Teachers - Junior High School
5. Subject Area Teachers - Receiving School
6. Classroom Teacher - Sending School
7. Diagnosticians
8. Counselors
9. Reading Consultant
10. Social Worker
11. Speech Therapist

B. Responsibilities

1. To rank the students presented by the Diagnosticians

as appropriate candidates in order of priority.

2. To recommend auxiliary services needed for each student.
3. Identify areas when further diagnostic educational testing is needed to develop prescription for classroom instruction.
4. Prescriptions will be written by the diagnostician and will be implemented as directed by the classroom teacher(s). Evaluation of prescriptive techniques will be made on a regular basis according to the procedure indicated in Chart B on page 10 of this proposal.

C. Counselors, Resource Room Teacher, Diagnosticians, etc., will have contact with parents to describe the program recommended for their child.

D. Students assigned to the Resource Room and integrated into Opportunity Groups will move to average classes where appropriate.

E. Amount of time per day spent in Resource Room will vary according to the needs of each student.

F. Prescriptive teaching will be done in the Resource Room and in other classes based on previous testing evaluation and planning committee recommendations.

DIAGNOSTIC TESTING

Date_____

Name_____ Grade____ Age____ Birthdate_____

School_____ Teacher_____

Tests Administered:

Academic

	Grade Level
WIDE RANGE ACHIEVEMENT TEST	
Reading (Word Recognition)	_____
Spelling (Written)	_____
Arithmetic (Written Computation)	_____
PEABODY INDIVIDUAL ACHIEVEMENT TEST	
Math (Oral Reasoning)	_____
Reading Recognition	_____
Reading Comprehension	_____
Spelling (Recognition)	_____
General Information	_____
Total Test	_____

Psycho-Motor

	Age Level
BENDER-GESTALT	
Visual-Motor Perceptual Age (Koppitz Scoring)	_____
Beery Developmental Test of Visual-Motor Integration	_____
DRAW-A-PERSON (Goodenough Scoring)	
Mental Age	_____

Affective

	Comments
Self Concept Inventories:	
Student Attitude Inventory	_____
Feelings, Attitude and Beliefs Scale	_____
Real Self and Ideal Self Inventory	_____
BEHAVIOR CHECK LIST	
A. Emotional and Social Development	
1. Cooperation	_____
2. Involvement in Activities	_____
3. Activity	_____
4. Self Criticism	_____
5. Attention to Instruction	_____
6. Perserverance	_____

B. Physical Development — Comments
   1. Motor Skill
      a. Small Muscle _____
      b. Large Muscle _____

C. Language Development
   1. Verbalization _____
   2. Speech _____

D. Intellectual Development
   1. Understanding _____

WECHSLER INTELLIGENCE SCALE: VERBAL_____ PERFORMANCE_____
FULL SCALE_____

	Subtests Scale Scores	LOW 5	AVERAGE 10	HIGH 15
Verbal	Information	.... *	....*	....* ....
	Comprehension	*	*	*
	Arithmetic	*	*	*
	Similarities	*	*	*
	Vocabulary	*	*	*
	Digit Span	*	*	*
Performance	Picture Completion	*	*	*
	Picture Arrangement	*	*	*
	Block Design	*	*	*
	Object Assembly	*	*	*
	Coding	*	*	*
	Mazes	*	*	*

ILLINOIS TEST OF PSYCHOLINGUISTIC

Psycholinguistic Age_____

		Scale Score	Age Score		Scale Score	Age Score
	Representational Level			Automatic Level		
Visual	Visual Reception	____	____	Visual Memory	____	____
	Visual Association	____	____	Grammatic Closure	____	____
				Visual Closure	____	____
Auditory	Auditory Reception	____	____	Auditory Memory	____	____
	Auditory Association	____	____			
	Supplementary Tests					
	Auditory Closure	____	____			
	Sound Blending	____	____			
	Verbal Expression	____	____			
	Manual Expression	____	____			

WEPMAN TEST OF AUDITORY DISCRIMINATION Error Score X___Y___

Facilities. As indicated in a previous section of this paper, the resource room model proposed here has been deliberately designed to fit present patterns of class scheduling and existing physical plant facilities.

The established Type A room (at North Junior High School) will become the resource room since it is advantageously located in a mainstream wing of the building site and is more adaptable to partitioning for small group and individualized instruction. All other facilities will be located in "regular" classrooms throughout the building.

Equipment. It is anticipated that additional hardware will be needed and an estimate of cost appears in the "Budget" section of this proposal.

It should be noted, however, that all existing equipment from our present Type A room, our audio-visual center, our reading consultant and our special education department have already been made available to this project and will be fully utilized in this program. Expenditures for additional equipment will be necessary only to the extent that existing materials prove insufficient to the demands of students in this program.

All requests for supplies and equipment, furthermore, will originate from staff members and will be subject to approval by the building principal.

Staff. It should be made clear that the model proposed here is not a unilateral, special education produced program. Rather, from its inception, the concept has been a joint general education-special education effort. The staffing outline presented below is indicative of this bi-lateral involvement:

1. Administrators responsible for project:
   a. Mr. Henry Visser, Principal, North Junior High School
   b. Mr. Larry Coin, Director, Special Education Department*
2. Teachers involved in project:
   a. Mr. John Hoek, teacher, Educable Mentally Handicapped
   b. Regular subject area teachers - ten
3. Additional staff involved in project:
   a. Mrs. Mary Lewis, Diagnostician
   b. Dr. Flor Mendoza, Diagnostician
   c. Mr. Freeman Russell, Director of Curriculum
   d. Mrs. Terri Erhart, Consultant, Perceptually Handicapped
   e. Mrs. Betty Ongley, Director of Guidance
   f. Mr. Sylvester Szymczak, Guidance Counselor
   g. Mrs. Jan Fortenbacher, Curriculum Resource Consultant, Kalamazoo Valley Intermediate School District
   h. Mr. Tom Bernhardt, School Social Worker
   i. Mrs. Gladys Fossen, Teacher/Counselor
4. Parent Advisory Committee (to be activated)

*For purposes of administrative accountibility, Mr. Coin shall assume total responsibility for the special education facets of this program.

Population to Be Served. (referral, diagnostic evaluation, child identification) See Procedures and Evaluation.

Education Planning Committee. The following personnel comprise the planning committee involved with this program. In most instances, the individuals named in this group have been meeting on a weekly basis since October, 1971:

1. Mr. Henry Visser, Building Principal
2. Mr. Larry L. Coin, Director of Special Education
3. Mrs. Betty Ongley, Director of Guidance, North Junior High School
4. Mrs. Mary Lewis, Diagnostician
5. Mr. John Hoek, Teacher, Special Education
6. Mrs. Peg Whitcomb, Teacher, General Science
7. Mrs. Marcia Ledbetter, Teacher, English and Reading
8. Mrs. Diane Dopp, Teacher, Developmental Reading
9. Mr. Al Kushner, Teacher, Art
10. Mrs. Jane Hutchins, Teacher, Home Economics
11. Mr. Larry Rouse, Teacher, Industrial Arts
12. Mr. Boyd Puffpaff, Teacher, Mathematics
13. Mrs. Sally Middleton, Teacher, Mathematics
14. Mr. Tom Proos, Teacher, Mathematics
15. Mr. Dan Davidson, Teacher, Social Studies

Budget:

1972-73 North Junior High Resource Room Budget

REVENUE:

State -	
State of Michigan	$ 6,480
Intermediate -	
Kalamazoo Valley Intermediate School	9,196
Local -	
Portage Public Schools	13,887
TOTAL REVENUE	$29,563

EXPENDITURES: By source of funds.

	Local	Intermediate	State	Total
Teachers				
Special Education Personnel	-0-	$ 5,679	$ 6,480	$12,159
General Education Personnel	$10,370	-0-	-0-	10,370
Substitute	250	250	-0-	500
Aide	2,242	2,242	-0-	4,484
Supplies	500	500	-0-	1,000
Travel	50	50	-0-	100
In-Service	100	100	-0-	200
Fringe	225	225	-0-	450
Capital Outlay	150	150	-0-	300
	$13,887	$ 9,196	$ 6,480	$29,563

Reporting Procedures. A year end report (June, 1973) is proposed. This report will include objective data in the form of pre and post evaluation results (on the tests previously indicated) of all students who participate in this program as well as subjective information from students, staff and parents. A complete report will be submitted by August 1, 1973 to the following:

1. Mr. Gene Thurber, Consultant for the Mentally Handicapped
   Special Education Division
   Michigan Department of Education
   Lansing, Michigan;

2. Mr. Vince Farrell, Director of Special Education
   Kalamazoo Valley Intermediate School District
   Portage, Michigan;

3. Dr. George Conti, Superintendent
   Portage Public Schools
   Portage, Michigan;

4. Mr. Freeman Russell, Director of Curriculum
   Portage Public Schools
   Portage, Michigan

Additional Comments. The proposal outlined on the foregoing pages is unique for several reasons. It is a mutual commitment by both general and special education teachers and administrators to seek a common solution to problems and program deficiencies they both recognize. As such, the indicated staff have already devoted hours of after-school time to committee work designed to correct present program inadequacies. The result, as it is now materializing, is a unique resource room model designed for secondary level students which, to our knowledge, exists in no other public school setting.

This proposal, then, is not a request to initiate an idea. Indeed, many man hours of work have already been committed and several concrete steps taken. Administrative action has permitted staff additional "released time" to further pursue the objectives of this program and to meet with intermediate district resource personnel. In addition, the assistance of State Department representative, Gene Thurber, was given in February, 1972, when he met with the total planning committee for the purpose of evaluating program goals, procedures and the proposed model.

The emerging program, therefore, is one which is well on its way toward meeting the "Special Task Force" goals. Specifically these are:

1. To reduce the need for the categorical disability label as a pre-requisite for special education service;
2. To emphasize social/educational achievement as the primary purpose of programs for exceptional children;

3. To provide local districts the greatest possible latitude in developing educational services for the exceptional child;
4. To establish a pattern with potential applicability to other areas of exceptionality;
5. To foster involvement of handicapped children in regular school programs (Normalization Principle).

Final implementation of this program (September, 1972), therefore, is realistically possible provided the minimal assistance indicated above is granted.

BIBLIOGRAPHY

1. A. W. Carroll, The Effects of Segregated and Partially Integrated School Programs on Self-Concept and Academic Achievements of Educational Mentally Retarded. Exceptional Children, Vol. 34, 1967.

2. Hardin A. Collins, Gary K. Burger, The Self Concepts of Adolescent Retarded Students. Education and Training of Mentally Retarded, February, 1970, Vol. 5, #1, Pages 23-30.

3. Lloyd M. Dunn, Special Education For The Mentally Retarded - Is Much of It Justifiable? Exceptional Children, Vol. 35, September, 1968, Pages 5-22.

4. O. G. Johnson, Special Education for Mentally Handicapped - - A Paradox. Exceptional Children, Vol. 19, 1962, Pages 62-69.

5. J. H. Meyerowitz, Peer Groups and Special Classes. Mental Retardation, Vol. 5, 1967, Pages 23-26.

6. J. H. Meyerowitz, Self-derogations In Young Retardates and Special Class Placement. Child Development, Vol. 33, 1962, Pages 23-26.

7. Strum, O'Leary and Fortenbacher, Research and Evaluation Project. Kalamazoo Valley Intermediate School District, 1970-71.

8. Roger Reger & Marion Kappman, The Child Oriented Resource Room Program. Exceptional Children, Vol. 37, #6, February, 1971, Pages 460-462.

9. R. Rosenthal & L. Jacobson, Teacher's Expectancies: Determinants of Pupil's I.Q. Gains. Psychological Reports, Vol. 19, 1966, Pages 115-118.

10. Harold Ruuing NEMIC Activities: An Intensive Look. Journal of Education, Vol. 152, #1, October, 1969, Page 25.

11. Raphael F. Simches, The Insider Outsiders. Exceptional Children, Vol. 37, #1, September, 1970, Pages 5-15.

12. Robert Stillwell, A. Artreso, F. Hewett, F. Taylor, Educationally Handicapped and the Engineered Classroom. Focus on Exceptional Children, Vol. 2, #1, March, 1970, Pages 1-15.